



# **St Mary's CE High School**

*"Everyone is equal. Everyone deserves the best"*

---

## **REVISION GUIDE**

### **Year 11**

**November 2021**

---

## Exam timetable

Please find attached your study timetable for the examination period that runs from 9<sup>th</sup> November – Thursday 20<sup>th</sup> November. For students who are not studying Art, Hospitality and Catering or Textiles examinations will start on Wednesday 11<sup>th</sup> November 2020. For those who are studying these subjects you will need to ensure you are prepared for your examination. There will **be no study leave** so where you do not have an examination, you will be in lessons following your timetables revising.

### School Day

For these two weeks you will have an adjusted school day.

Tutorial	Period 1 8.50 – 9.50am	Period 2 9.50- 10.50pm	Break 10.50 – 11.20 am	Period 3 11.20- 12.20 pm	Lunch 12.20 – 1.10pm	Period 4 1.10 – 2.10pm	Period 5 2.10- 3.10pm
Please go to your form rooms unless you have an examination, when you will wait in the dining hall							

### Equipment

Please put a copy of your examination timetable somewhere focal in your home so that you are fully prepared for each examination, with the correct equipment (calculator and protractors included). Attending examinations and punctuality to examinations is your responsibility so it is important to be prepared and be in form on time. **Staff will not give out rulers, pens and calculators prior to an examination, therefore it is imperative you are well organised and that you bring your own equipment with you.**

Your subject teachers will support your revision if you have any questions, but you should also use Google Classroom (staff will have uploaded resources onto this site) and on-line revision programmes that will be identified by your staff and be listed in your examination booklet.

You are allowed to bring a bottle of water into the exam hall but please ensure that you take off the label as this will be required in the Summer examinations.

### Times of examinations

Morning examinations start at **8.50am**. You must be in registration on time to be registered and then your tutors will take you to the hall. This also supports the school identifying any non-attendance so that parents/carers can be contacted and the invigilators are aware of any potential issues relating to lateness. Your two week timetable will be different, as you will follow a different break and lunch timetable in order to support the length of examinations. Therefore, read the timetable carefully.

If afternoon examinations finish before the end of the school day, you will be dismissed from school early.

**Afternoon examinations start at 1.00pm**

**You must be prompt to the dining hall to avoid a late finish**

## Uniform and Lanyards

During exam periods, you must be dressed in full school uniform with lanyards and your student card. The Exam Invigilators will be required to identify you using the student card, so it is important that these are with you and visible at all times. **Please ensure that you wear full uniform to all examinations.**

Smart watches need to be left at home as these are not permitted into the exam hall, neither are mobile phones.

## TIMETABLE FOR YEAR 11 PRE PUBLIC EXAMINATIONS

*Students will generally sit one to two exams per day and this will mirror what they have to experience in the summer. Please check the exam timetable against your son/daughters teaching timetable to ensure that you are both aware of what exams occur on each day.*

***\*The Sport Science Exam** is a practice exam for selected students (you will be notified separately if students are sitting this exam)*

**The Hospitality and Catering practical examination is a fully assessed examination and will count towards students' final examination grade.**

Week 1	Location	Start 08.50am	Location	Start 12.50 or 13.10 (after lunch)
<b>*Monday 9<sup>th</sup> Nov</b>	AR1/2 TE4&5 TE9	<b>Art &amp; Design</b> - All Day (5 hours) <b>Hospitality and Catering</b> - All Day (5 hours) <b>Textiles</b> - All Day (5 hours)		
<b>*Tuesday 10 Nov</b>	AR1/2 TE4&5 TE9	<b>Art &amp; Design</b> - All Day (5 hours) <b>Hospitality and Catering</b> - All Day (5 hours) <b>Textiles</b> - All Day (5 hours)		
	Location	Start 08.50am	Location	Start 12.50 or 13.10 (after lunch)
<b>Wed 11 Nov</b>	Sports Hall and Gym	<b>Business</b> 2 hours	Sports Hall and Gym	<b>ICT</b> 1 hour <b>Computer Science</b> 1 hour 30 mins
<b>Thurs 12 Nov</b>	Sports Hall and Gym	<b>Mathematics:</b> (non calc) 1 hour 30 mins	Sports Hall and Gym	<b>Drama</b> 1 hour 15 mins
<b>Fri 13 Nov</b>	Sports Hall and Gym	<b>English Language</b> 1 hour 45 mins	Sports Hall and Gym	<b>Sport Science</b> 1 hour
Week 2	Location	Start 08.50	Location	Start 11.20
<b>Mon 16 Nov</b>	Sports Hall and Gym	<b>Triple Science</b> 1 hour 30 mins <b>Combined Science</b> 1 hour 30 mins	Sports Hall and Gym	<b>French</b> 2 hours <b>Spanish</b> 2 hours
<b>Tues 17 Nov</b>	Sports Hall and Gym	<b>Geography</b> 1 hour	Sports Hall and Gym	<b>English Literature</b> 1 hour 45 mins
<b>Wed 18 Nov</b>	Sports Hall and Gym	<b>Product Design</b> 1 hour Music 1 hour	Sports Hall and Gym	<b>Religious Studies</b> 1 hour 30 mins
<b>Thurs 19 Nov</b>	Sports Hall and Gym	<b>History</b> 1 hour 30 mins		No Exams

*Friday 20 Nov	AR1/2 TE4&5 TE9	<b>Art &amp; Design</b> - All Day (5 hours) <b>Hospitality and Catering</b> - All Day (5 hours) <b>Textiles</b> - All Day (5 hours)
----------------	-----------------------	---

*\*Students who study any of these subjects will be notified separately of which day their exams are on. Students will only complete one day/exam per subject*

**Summer 2022 Exam information**

## **Ofqual changes to the 2022 GCSE\* examinations**

*\*these do not apply to Vocational qualifications. Examination boards for the vocational qualifications have not yet published their changes to qualifications.*

**Examinations are expected to go ahead in 2022 as planned, with the following adaptations made to courses:**

1. This means there will be a choice in content for some subjects GCSE English Literature, GCSE History, GCSE geography.
2. GCSE Art and Design: TEXTILES will be assessed by portfolio only. There will be no examination.
3. Practical work in Science may be delivered by demonstration.
4. Schools will be given advanced information about the focus of the content of the examinations for all GCSE subjects with the exception of GCSE English literature, history, and geography who have reduced content. Teachers will be given information about the focus of examinations in early February and by 7th Feb at latest.
5. Students will be given a formulae sheet for GCSE mathematics in summer 2022. Examination boards will provide copies of the formulae sheet for use in teaching and to ensure that students are familiar with it prior to the exams. Clean copies of the formulae sheet will be provided in the exams.
6. Students will be given a revised equation sheet for GCSE physics and combined science in summer 2022, covering all the equations required in the subject content. Examination boards will provide copies of the equation sheet for use in teaching and to ensure that students are familiar with it prior to the exams. Clean copies of the equation sheet will be provided in the exams.

**Grading standards will be a 'transition year' with grade boundaries set by exam boards reflecting a midway point between 2021 and 2019 – so that more students get higher grades in 2022 than before the pandemic.**

**Exam boards have been asked ensure that there is at least a 10 day gap between exams in the same subject to reduce the risk of students missing all exams in a subject.**

**Results days for exams next year will return to their normal format, with GCSE results being released on 25 August 2022.**

Exam boards have been told that 'special consideration' should apply for students who unavoidably miss one or more exams in a subject due to Covid. This means students will be able to achieve a grade through the special consideration process, so long as they have completed the assessment for at least one component of the qualification.

If there is further widespread and significant disruption, further contingencies are already planned including:

- bringing forward the publication of advance information about the focus of the content of exams, to enable schools and colleges to focus their remaining teaching time
- a possible 'Exams Support Service' to support centres with access to venues and invigilators.

In addition:

**The DfE has confirmation that if exams are cancelled, grades will be determined through teacher assessment.**

## **UPDATES**

On the 30<sup>th</sup> September 2021, the following was released from Ofqual although no details relating to the format of the examinations was disclosed:

*The pandemic has been really tough for students but, despite the challenges, you have shown admirable resilience in the face of the disruption caused to education.*

*Now, we are able to look forward to getting back to a greater sense of normality and that applies to next year's exams and assessments as well. I want to make sure that we all have the clarity and planning in place so that you can concentrate on what really matters; and that's studying and revising as you prepare to get the best qualifications you can.*

*As the person who oversees the exam boards delivering exams in England, my commitment to you is to put you first, and to make sure that whatever you are studying – be that GCSE maths, A level art or a diploma in travel and tourism - the end result will be a genuine reflection of your work.*

*For the past two years, summer exams haven't been able to take place and, instead, grades have been decided by teachers.*

*This was the right thing to do during the pandemic as there really was no alternative.*

*It's now important for everyone that we start to get back to normality, and that we do so in a fair and sensible way.*

*That means getting back to exams, which are set, marked and graded by examiners, with everyone taking the same assessments at the same time, in the same way so that you have a fair chance to show what you know, understand and can do.*

*It's also incredibly important that we make sure that for everyone – whether you are studying academic or vocational qualifications – the qualifications you end up with set you up for your future in the best possible way. We want to get back quickly to how grading was before the pandemic, but we fully understand that students taking exams in 2022 have experienced disruption, so we won't do it in one jump. Instead, 2022 will be a transition year to reflect that we are in a pandemic recovery period. We will aim, therefore, to reflect a point midway between 2021 and 2019 when it comes to grading. Then in 2023 we want to return to results that are in line with those before the pandemic began.*

*This approach essentially provides a safety net – it recognises the disruption that has been caused and will help those of you who might otherwise just miss out on a higher grade.*

*Grading is monitored by the experts every step of the way. As usual, we will review results for each subject before you get them.*

*Alongside this, additional measures are being put in place for those of you taking exams and assessments in 2022 to level the playing field, such as some content choice in certain GCSE subjects. In many subjects, exam boards will give you advance information of the focus of some questions to aid your revision, and on other exam papers study aids like formula sheets will be allowed.*

*We want to make sure that you do as well as you can and we'll be working with examiners to make that happen.*

*Wishing all of you the very best.*

**Jo Saxton PhD,  
Chief Regulator.**

## **Revision Information**

**Please read in conjunction with the strategies learnt from  
Positively Mad**



## The Memory Clock

FIGURE 1:  
THE MEMORY CLOCK



### How it works:

The memory clock offers another simple way of structuring revision. The **first fifteen minutes** of an hour's revision session (12 – 3 on the clock) should be spent planning the topic for revision, reviewing notes and trying to learn material e.g. by making notes, putting together a mind map or getting someone to test you on basic key terms.

**The next half hour** (3 – 9 on the clock) should be all about testing your knowledge. Here as much as possible we want to recreate the conditions of the exam. This means working in silence, with a timer on and preferably using a paper.

**The last 15 minutes** (9 – 12) should be spent checking your answers e.g. reading the mark scheme and then perhaps adding in the things that you missed. Past papers and mark schemes are available online e.g. on the exam board's website but speak to your class teacher if you need to access more.

### Why it works:

Effective revision techniques are an essential aspect of learning for all students. At St Mary's CE High School we believe in applying the latest and most robust research evidence, in order to develop techniques that best support our learners. Rereading, highlighting and summarising long pieces of text are traditionally some of the most popular revision techniques used by students. However, evidence from researchers such as Peter C Brown, in his book 'Make it Stick' suggest that they have very little impact on learning and retention.

One such strategy is regularly carrying out practice testing, such as low-stakes quizzes. These work best when they are distributed, and the topics are interweaved. This gives you time to forget knowledge and then practice recalling information. You are also encouraged to elaborate on concepts, for example by asking 'why?' questions, and using self-explanation in order to further their understanding of a subject and improve their knowledge retention.

These strategies have been incorporated into the student-friendly tool that is the Memory Clock. It is our recommendation of how you should spend a typical hour of revision and includes time for reviewing content, practising retrieval and then checking their work to provide instant feedback on their performance. It is this metacognition, thinking about your own learning, that will allow you to improve your exam performance and equip you with the knowledge and skills you need for the future.

## Revision Timetables

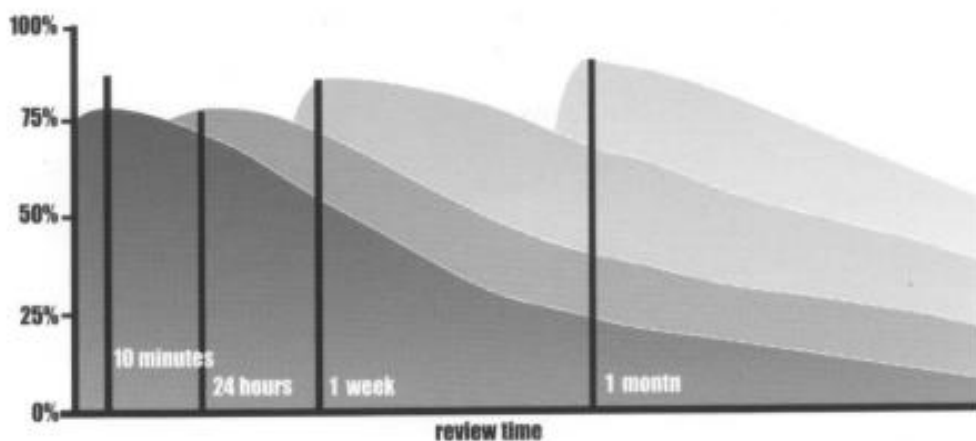
When planning your revision timetable, especially in holiday periods make sure that you take into account the following advice:

- **Take lots of breaks:**

Most people can only concentrate, understand and remember for between 20 and 45 minutes at a time.

- **Do not revise for longer without a break:**

If you do, most of what you do you will not remember. Once you have finished learning something, your brain actually increases its power and carries on remembering. It will be sorting out what it has been learning, creating a more complete picture of everything it has just learnt. Only then does the rapid decline in memory begin and as much as 80% of what you learn in a day can be forgotten almost immediately.



To maximise your learning, you need to catch the top of the wave of your memory. To do this, you need to look back at what you

have been revising at the correct time, when the memory is stamped in far more strongly, and stays at the crest of the wave for a much longer time. Look at the diagram below:

You need to review what you have learnt:

- After 10 minutes
- At the end of a day
- At the end of a week
- At the end of a month
- The week before the exams

## Create a revision timetable

**Topics need to be revised more than once based on what we know about the brain.**

- Start NOW
- Be realistic - sessions should be broken into chunks with breaks after each session

- 1 session on a week night during term time might be a sensible start
- 3-4 sessions a day at the weekend
- During holidays/study leave, revision should be far more intensive
- Build in treats – time with friends, evenings out etc.
- Social time is vital in the overall scheme, as long as there is a balance between work and play
- Try and get a variety of subjects across each day (see below about topics)

### Build in slots to review the learning of the day

When you write next week's timetable, remember to include review slots for the work covered last week

Discuss with someone at home how you are going about your revision and get them to test you or listen as you explain what you have learnt

## STUDY TIME CALCULATOR

Activities	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Weekly Total hours
SCHOOL								
WORK/HOMEWORK								
TRAVELLING								
FAMILY/FRIENDS								
LEISURE/HOBBIES								
EATING/SLEEPING								
SCREEN TIME								
TOTAL COMMITTED HOURS								
HOURS IN THE DAY								
TIME AVAILABLE FOR STUDY								

\*From Positively Mad

### Break it down:

If you're thinking, "I'm doing Maths for 40 minutes and then half an hour of French", think again! It means you haven't broken the subject down into key areas to tackle your work in an organised manner; e.g., "I'm doing algebra and irregular verbs." Use the Personal Learning Checklists/Chunking lists given to you by staff to segment your revision. Instead you should be thinking, "I'm revising Romeo and Juliet, Act 1 Scene 1 and characterisation".

**Be realistic:**

Plot your timetable and the time that you have in the day/evening to revise. Aim to prioritise your study and this may mean reducing your screen time. Remember you are preparing for your future and success.

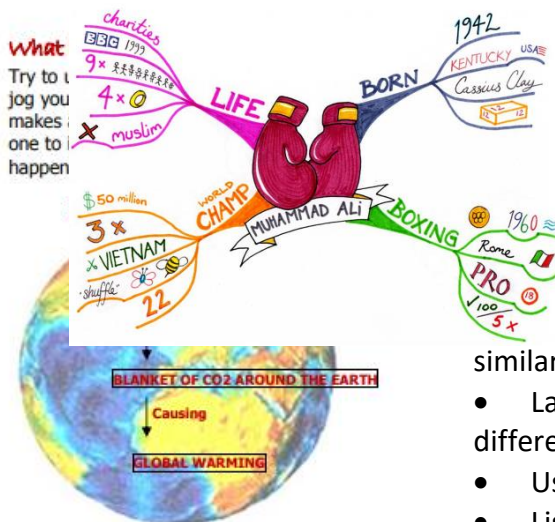
For each subject, topic, units, plan when and what you will revise. See the example below to help you:

Subject:  <i>History</i> <i>Anglo-Saxons</i>			
Topic: <i>Anglo-Saxon England</i>	Topic:	Topic:	Topic:
Units 1. <i>Anglo-Saxon England and government</i>	Units	Units	Units
2. <i>Strengths and weakness of Edward the Confessor</i>			
3.			
4.			
5.			

## The most effective ways to revise:

We all learn in different ways and it is important for you to find the methods of revision that suit you best. Do experiment with some of the different revision methods listed below to find out which you like and work for you.

- Write down key facts
- Use Mind Maps
- Use spider diagrams
- Create pictures, diagrams, charts or cartoons to represent key ideas and stick them up in your



- Read aloud to yourself
- Record key points to listen to
- Verbally summarize your points
- Explain your subject to someone else Talk to yourself
- Use Mnemonics

Some background music can help some people revise. The music should not contain lots of words to distract you from what you are concentrating on.

### Can you remember dates and events?

Can you make a **chronological list** of events which, for instance, lead up to a battle in history, or an important event in the plot of a novel? Tree charts may help to trigger your memory



room

- Use timelines
- Record key facts on post-it notes

which you post around your room/the house

- Watch videos, films, TV programmes
- List two sides of an argument Identify similarities/differences

- Label pictures of key events Use different colours to represent different things
- Use websites
- Listen to a presentation



### What are the two sides to an argument?

What are the arguments for and against a point or question? Try drawing up a split list with the for and against points to be included. This one compares the pros and cons of using a credit card.

ADVANTAGES (Pro)	DISADVANTAGES (Con)
a. Wide range of outlets	a. Need good credit record
b. Buy now, pay later	b. Interest charged after time allowed for repayment
c. Convenience of payment	c. Minimum age 18 (usually)
d. Security – no cash	d. High interest rates
e. 'Perks' e.g. insurance, gift schemes	e. Risk of fraud

- Using highlighters to select key words, main ideas
- Make Index (cue) Cards
- Make your own flash cards – questions on one side and answers on the back
- Sort cards into an order
- Make models
- Record information as you hear it e.g. a Mind Map
- Make up tests to try later
- Create a dictionary for every subject

*What are the similarities and differences between objects or substances?* Again,

split lists which compare and contrast are good memory joggers. This one compares two types of blood vessel:



ARTERY	VEIN
TUBULAR	TUBULAR
ENDOTHELIUM	ENDOTHELIUM
PRESENT	PRESENT
TRANSPORTS BLOOD	TRANSPORTS BLOOD
THICK WALL	THIN WALL
NO VALVES	POCKET VALVES
CAN CONSTRICT	CAN'T CONSTRICT
BLOOD FROM HEART	BLOOD TO HEART
HIGH PRESSURE	LOWER PRESSURE

### Very useful links:

Creating effective revision cards: <https://youtu.be/ApC0k-ahR4Q>



Scientific revision tips: <https://youtu.be/p60rN9JEapg>



Creating effective mindmaps: <https://youtu.be/u5Y4pIsXTV0>



### When using the Internet:

The internet has an overwhelming amount of resources for revision but needs to be used wisely. You need to remember, just because something is on a web page it is not necessarily reliable information. There are many useful sites, as the list below suggests. However, it is important you do not waste time simply reading and scrolling up and down the page.

### You can:

- Have a pen and paper ready and do the activities which are suggested
- Copy information into a programme of your choice and underline key words, delete less important sentences, cut and paste key words etc.
- The emphasis must be on making information your own - in the same way you must make your textbook notes your own.

### Helpful sites:

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) - A very well regarded site that contains a lot of information and activities

[www.s-cool.co.uk](http://www.s-cool.co.uk)

[www.examzone.co.uk](http://www.examzone.co.uk) – This is the excel site. There is a useful tips page for students and parents.

[www.revisionaid.co.uk](http://www.revisionaid.co.uk) – An access site to other more subject specific materials.

[www.examtime.com](http://www.examtime.com) – An excellent site that helps you make mindmaps, flashcards, create questions, quizzes etc.

### In Summary:

1. **Short bursts** of revision (30-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes). You should have started your revision programme and be spending at least 40 minutes each night revision content from year 10.
2. Find a **quiet place** to revise - your bedroom, school, the library etc and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. **Work on your weaker subjects** as well.
4. **Make your own revision notes** because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.
5. **Review class books and ask yourself key questions regarding the information you have read.** Answer the key questions you have asked set yourself from your reading. Retest yourself using those key questions regularly
6. **Use different techniques.** Make your own learning maps, use post-it notes to write key words on, create flash cards. Record your notes on phones or tablets and listen to them back. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a song.
7. **Practise on past exam papers** - Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage, **ask parents/carers, older brothers and sisters, teachers or friends for help.**

9. **Don't get stressed out!** Eat properly and get lots of sleep
10. **Believe in yourself and be positive.** If you think you can succeed you will have a better mentality towards the exam; if you convince yourself that you will fail, you may not achieve your best.

**Remember that revision is not just an event before examinations; you should be reviewing your learning throughout your GCSE course and revisiting what you have learnt every 5 weeks – highlighting and reading is not an effective revision strategy on its own**



## Top Tips on Exam Strategy

Success in exams involves two ingredients - having a thorough knowledge of the subject matter AND making the most of your knowledge in the exam through effective answering technique. Two students with identical knowledge and attainment levels can sit the same exam and their final grades can differ by as much as 25%. The difference is down to having an effective strategy and exam technique.

**Here are four golden rules to apply to all your GCSE papers:**

**1. Allow time to read the paper carefully**

The importance of reading the paper carefully and choosing your questions wisely cannot be emphasised enough at this stage. The natural inclination is always to start writing immediately and launch into a favoured topic. Resist the urge. Take your time. Be smart and size-up the paper before answering.

**2. Stick to your game plan**

An overall strategy should have emerged from your revision and exam preparation in each subject. This covers the areas you will tackle, the topics you will avoid if they appear on the paper, the sequence in which you will tackle the various sections, the style of answering you will employ in each subject and the amount of time you will allocate to answering each section. In some cases, this plan will work like a dream but there will always be surprises to deal with in some papers. Don't get flustered. Stick to your game plan, trust your judgement, and move on.

**3. Sweep up any mistakes**

In the pressure of the exam hall, it is easy to make elementary errors. These will sometimes have the potential to lose you a lot of valuable marks. Misreading the instruction on a question can render an entire answer invalid. You might have known the correct answer, but you didn't put it down. A simple miscalculation can lose you valuable time as you try to figure out the balancing item. Be disciplined with your time. Always leave a few minutes at the end to tidy-up errors. Simply changing a definition / formula / calculation at this stage could be the difference between a good and an average grade.

**4. Attempt all questions**

It is amazing how many exam scripts are handed in unfinished. Every year, capable students who just didn't get time to finish the paper lose easy marks. Don't fall into this trap. Work on the basis that you will get an answer written for the required number of questions. Remember that it is much easier to get the first 20% of the marks for any question than the final 5%. You can always polish an answer further but, if there is no attempt made at part of a question, the examiner can't give you any marks. HOWEVER, if the instructions on the front of the paper tell you to answer a certain number of questions – stick to this.

### Some key terms used in Examination questions

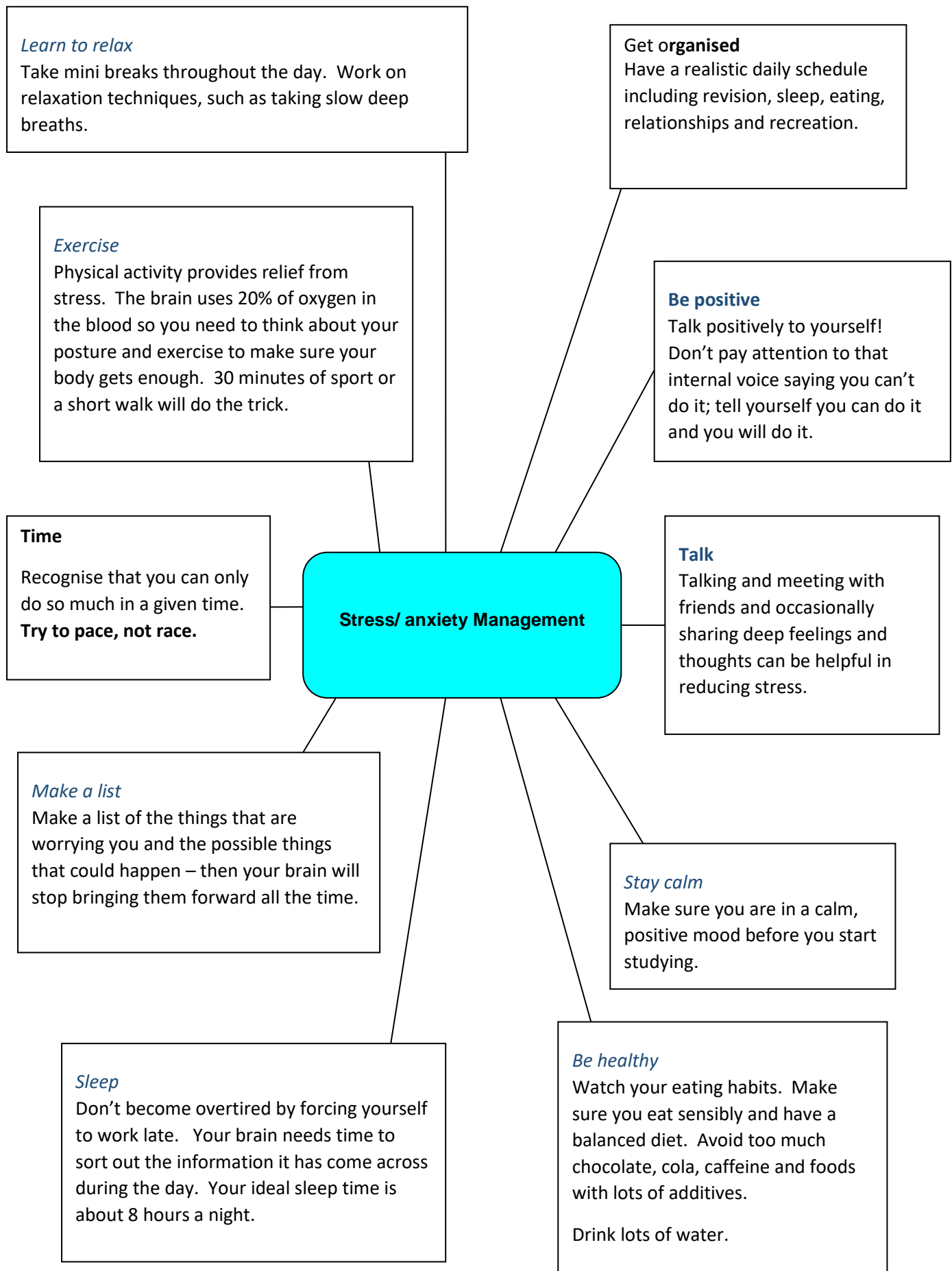
<b>Account for</b> Explain the process or reason for something being the way it is.	<b>Discuss</b> Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.
<b>Analyse</b> Explore the main ideas of the subject, show they are important and how they are related.	<b>Distinguish</b> Explain the difference.
<b>Calculate</b> Find out using mathematics.	<b>Enumerate</b> Make a list of the points under discussion.
<b>Comment on</b> Discuss the subject, explain it and give an opinion on it.	<b>Estimate</b> Guess the amount or value.
<b>Compare</b> Show the similarities (but you can also point out the differences).	<b>Explain</b> Describe, giving reasons and causes.
<b>Complete</b> Finish off.	<b>Express</b> Put the ideas into words.
<b>Conclude</b> Decide after reasoning something out.	<b>Evaluate</b> Give an opinion by exploring the good and bad points. Attempt to support your argument with expert opinion.
<b>Concise</b> Short and brief.	<b>Factors</b> The fact or circumstances that contribute to a result.
<b>Contrast</b> Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.	<b>Give an account of</b> Describe.
<b>Criticise</b> Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.	<b>Give reasons for</b> Use words like <i>because</i> in your answer as you will be explaining how or why something is that way.
<b>Define</b> Give the meaning. This should be short.	<b>Identify</b> Recognise, prove something as being certain.
<b>Describe</b> Give a detailed account.	<b>Illustrate</b> Show by explaining and giving examples.
<b>Differentiate</b> Explore and explain the difference.	<b>Indicate</b> Point out, make something known.
<b>Interpret</b> Explain the meaning by using examples and opinions.	<b>Relate</b> Show the connection between things.
<b>Justify</b> Give a good reason for offering an opinion.	<b>State</b> Write briefly the main points.
<b>List</b> An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.	<b>Summarise</b> Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.
<b>Outline</b> Concentrate on the main bits of the topic or item. Ignore the minor detail.	<b>Prove</b> Give real evidence, not opinion, which proves an argument and shows it to be true.

## Managing Exam Pressure

**When you are feeling the stress, get talking.**

- Remind yourself that a certain amount of stress is motivation. Use the emotion to improve your performance
- Talk to friends. They're there to help. Talking to them will help you realise you're not alone and they'll give you support.
- Talk to your teachers or parents/carers. They will have a different perspective to you. They can help you problem solve and find practical solutions.
- Take regular breaks
- Revise with friends. This can be great as you keep up your social life and you don't feel isolated and alone.
- Practice mindfulness and concentrate on your breathing. To find out more about mindfulness click on the link below.





**Subject Information and Revision Support**

**English and MFL**

---

**Subject: English Literature****Length of examination:****1 hour 45mins****Paper****GCSE Literature Paper 1**

EXAM GROUP: Year 11

**Topics to revise:**

- **Romeo and Juliet**      **Dr Jekyll and Mr Hyde**

**Structure of the examination:****Sections A and B:**

- Students will answer one question on Dr Jekyll and Mr Hyde and one question on Romeo and Juliet.
- 50% of GCSE English Literature

---

**Subject: English Language****Length of examination:****1 hour 45mins****Paper** AQA**GCSE English Language Paper 1**

EXAM GROUP: Year 11

**Topics to revise:**

- **Descriptive writing, reading for meaning, writing for meaning**

**Structure of the examination:****Sections A and B:**

- Students will answer four questions on an unseen fiction extract.
  - Students will complete a piece of narrative or descriptive writing
  - 50% of GCSE English Language
- 

**For English Literature and Language, please use the booklet attached to the email**

---

**Subject: French****Length of examination: Writing (Higher 1 hour 15 min/Foundation 1 hour)****Reading paper (Higher 1 hour/Foundation 45 min)****Listening (in classroom) (Higher 45 min/ Foundation 35 min)****Paper** Reading, Writing and Listening**EXAM GROUP: 11AFR1****Topics to revise:****Module 1: Myself, my family and friends**

- Talking about your friends and what makes a good friend.
- Talking about family relationships.
- Describing a night out with friends in the past.
- Talking about your life when you were younger.
- Discussing role models.

**Module 2: Leisure and Interests.**

- Talking about sport
- Talking about what you do on the internet
- Describing your reading habits
- Talking about TV programmes
- Discussing actors and films

**Module 3: Festivals and Celebrations.**

- Describing daily life
- Discussing food for special occasions.
- Describing family celebrations.
- Describing festivals and traditions

**Module 4: Home, Town, Neighbourhood and Region.**

- Describing your home and your ideal home
- Talking about what is in your region
- Describing what a town is like and what there is to see and do
- Describing what the weather is like in your region

**Module 5: Travel and Tourism.**

- Describing holiday destinations
- Talking about holiday preferences
- Describing holidays in detail
- Talking about holiday activities
- Talking about visiting different places, towns and cities in France

**Module 6: My Studies and Life at School and College.**

- Describing your school and subjects
- Describing a school day
- Describing school life in different countries
- Talking about school rules and uniform
- Talking about your ideal school

**Students must know:**

- How to formulate and use present, past and future tenses together.
  - How to use frequency expressions and connectives to create extended paragraphs.
  - Be able to use basic and extended vocabulary in paragraph writing.
  - Be able to use a range of opinions and reasons.
-

---

**Revision tools to use:**

- Knowledge organisers for each topic (these are on Google Classroom)
- Using different tenses together glossary and Grades 8 and 9 phrase mats are also on GC.
- Green book assessments – encourage students to read through their writing tasks and collective feedback and practice the different exam questions
- Programme of study will help students chunk the paper into revision topics
- AQA revision guide
- Information about general revision is available on GC

**Structure of the examination:**

**The Reading and Writing exam will take place during the assessment week in the main hall. The Listening exam will take place in the classroom in the week directly before or after the assessment week. Details of these exams are below.**

**Reading and Listening Exams**

Section A: Questions in English, answer in English

Section B: Questions in French, answer in French

Section C (only in the reading exam): Translation from French into English

**Writing Exam (FOUNDATION)**

Q1: Write four sentences in French to describe a picture (8 marks)

Q2: Write a paragraph of 40 words in French in response to four bullet points (16 marks)

Q3: Translate five sentences, containing present, perfect and tenses from English to French (10 marks)

Q4: Answer EITHER Q4.1 OR Q4.2: Write a 90 word piece of French in response to four bullet points (16 marks)

**Writing Exam (HIGHER)**

Q1: Answer EITHER Q1.1 OR Q1.2: Write a 90 word piece of French in response to four bullet points (16 marks)

Q2: Answer EITHER Q2.1 OR Q2.2: Write a 150 word piece of French in response to two bullet points (32 marks)

Q3: Translate a 50 word paragraph from English to French (12 marks)



**Subject: Spanish****Length of examination: Writing (Higher -1 hour 15 min/Foundation 1 hour)****Reading paper (Higher 1 hour/Foundation 45 min)****Listening (in classroom) (Higher 45 min/ Foundation 35 min)****Paper** Reading, Writing and Listening**EXAM GROUPS: 11BSP1, 11CSP1 and 11DSP1****Topics to revise:****Module 1: Holidays**

- Describe what you do in the summer holidays.
- Describe your holiday preferences.
- Describe a recent holiday (location, who you went with, how you travelled, what you did when you were on holiday).
- Describe your holiday accommodation.
- Describe holiday plans for the future

**Module 2: School.**

- Giving opinions about school subjects.
- Describe school uniform and the school day.
- Describe your school and facilities
- Discuss the school rules.
- Discuss extra-curricular activities and achievements.

**Module 3: Family, friends and me.**

- Describe family members
- Discuss social networks.
- Describe reading preferences (free time)
- Describe people (looks and personalities).
- Discuss friendships and family relationships

**Module 4: Free time**

- Describe free time activities including TV and cinema
- Talk about sports now and in the past
- Discuss different types of entertainment
- Talk about role models
- 

**Module 5: My town**

- Describe where you live
- Talk about best and worst aspects of your town.
- Write about shopping preferences
- Describe plans in your area for the future.

**Module 6: Customs and festivals**

- Describe typical foods of Spanish speaking countries
- Compare festivals in Spanish speaking countries and UK

Students must know:

- How to plan their work in order to answer the bullet points in a coherent and structured manner.
- How to use present, past and future tenses as required by the task.
- How to use frequency expressions and connectives to create extended paragraphs.
- Be able to use a range of vocabulary in paragraph writing.
- Be able to use a range of opinions and reasons.

**Revision tools to use:**

- Revision packs for each module available in Google Classrooms.
- Vocabulary booklets printed given in lesson.
- Green book assessments – encourage students to read through their writing tasks and collective feedback and practice the different exam questions
- Programme of study will help students chunk the paper into revision topics
- AQA revision guide
- BBC Bitesize for grammar videos
- GCSEPod – grammar and topic based explanations.
- Information about general revision is available on GC.

---

## Structure of the examination:

**The Reading and Writing exam will take place during the assessment week in the main hall. The Listening exam will take place in the classroom in the week directly before or after the assessment week. Details of these exams are below.**

### **Reading and Listening Exams**

Section A: Questions in English, answer in English

Section B: Questions in Spanish, answer in Spanish

Section C (only in the reading exam): Translation from Spanish into English

### **Writing Exam**

Q1: Write four sentences in Spanish to describe a picture # (8 marks)

Q2: Write a paragraph of 40 words in Spanish in response to four bullet points (16 marks)

Q3: Translate five sentences, containing present and past tenses from English to Spanish (10 marks)

Q4: Answer EITHER Q4.1 OR Q4.2: Write a 90 word piece of Spanish in response to four bullet points (16 marks)

### **Writing Exam (HIGHER)**

Q1: Answer EITHER Q1.1 OR Q1.2: Write a 90 word piece of Spanish in response to four bullet points (16 marks)

Q2: Answer EITHER Q2.1 OR Q2.2: Write a 150 word piece of Spanish in response to two bullet points (32 marks)

Q3: Translate a 50 word paragraph from English to Spanish (12 marks)

# **Maths and Computing**

---

## Subject: MATHEMATICS

### Length of examination: Paper 1: 90 minutes

#### Paper 1 Non-calculator

**Tier of Exam: Class teachers will advise students about the tier of their examination.(Higher or Foundation)**  
**The tier of examination that is sat in November 2020 does not guarantee that this will be the tier of entry that students will be entered for in the final GCSE examinations.**

### Length of examination: Paper 2: 90 minutes

Any topic can appear in the non-calculator paper. In the non-calculator paper, students need to be prepared to be confident to use the four operations (+, −, ×, ÷) **and** powers and roots to integers, decimals and fractions.

On multi step problems, numbers will typically be “friendly”, but students should be ready to use written methods for some calculations.

#### Paper 2 Non-calculator

**Tier of Exam: Class teachers will advise students about the tier of their examination.(Higher or Foundation)**  
**The tier of examination that is sat in November 2020 does not guarantee that this will be the tier of entry that students will be entered for in the final GCSE examinations.**

Any topic can appear in the calculator paper, although, as a calculator is available, some aspects of numeracy are unlikely to be tested. Students need to be able to use their calculator and it's functions. Students should write their calculations on their script in case of user error. As a calculator is available, numbers are less likely to be “friendly”. Students need to be confident of working with these kind of numbers in multi stage questions, and, critically be able to use the **S** ⇌ **D** button on their calculator to convert to exact, and decimal answers.

### Foundation Paper

#### Number

Understand place value, Round to a given decimal place, Multiply/divide by powers of 10, Write a fraction in simplest form, Convert percent to decimal, Multiply a 2 digit number by 2 digit number (non-calculator method), Find highest common factor / lowest common multiple of two numbers, Multiply two mixed numbers, Identify factors and multiples of a number, Find a fraction of an amount, Convert decimal to fraction, Solve worded money problems, Use a calculator efficiently, Round to significant figures, Use standard form

#### Probability

List outcomes of two events, Use a frequency tree, Use sum of probabilities is 1

#### Statistics

Draw and interpret pictograms, Draw and interpret pie charts, Calculate the mean of a set of data, Complete a tally chart, Draw a bar chart, Interpret stem and leaf diagrams, Interpret a scatter graph, Estimate a mean from grouped data

#### Geometry and Measures

Calculate with time, Convert metric units, Use angle properties (angles on a line, at a point, vertically opposite), Construct the perpendicular from a point to a line, Solve multi-step angle problems, Draw and interpret scale diagrams, Use trigonometry to find missing side lengths in right angled triangles, Identify parts of a circle (radius, diameter, chord, tangent, segment, sector), Reflect a shape in a given mirror line, Convert units of area and volume, Solve problems involving angles in polygons, Solve problems involving area of circles and fractions of circles

### Algebra

Identify a coordinate, Find the midpoint of a line segment, Simplify expressions, Collect like terms, Interpret a distance-time graph, Solve equations, Substitute into equations / expressions, Identify an inequality on a number line, Use rules of indices to simplify expressions, Continue a sequence, Complete a table of values for a graph, Use a table of values to draw a graph, Multiply out two brackets, Factorise expressions

### Ratio and Proportion

Solve problems involving changing currencies, Solve worded ratio problems, Write a ratio to compare two values, Solve problems involving percentages, Solve speed-distance-time problems

### Higher Paper (Selected students at this stage only)

#### Number

Find highest common factor / lowest common multiple of two numbers, Multiply two mixed numbers, Use a calculator efficiently, Round to significant figures, Use standard form, Convert recurring decimal to fraction, Rationalise a denominator, Use fractional and negative indices

#### Ratio and Proportion

Solve worded ratio problems, Solve speed-distance-time problems, Calculate density of two combined liquids, Solve worded multi-step ratio problems, Solve direct/inverse proportion problems, Solve area/volume problems in similar shapes

#### Geometry and Measures

Construct the perpendicular from a point to a line, Solve multi-step angle problems, Draw and interpret scale diagrams, Use trigonometry to find missing side lengths in right angled triangles, Convert units of area and volume, Calculate with angles in polygons, Enlarge 2D shapes, Use sine rule and cosine rule, Use circle theorems to prove congruence

#### Statistics

Calculate the mean of a set of data, Interpret scatter graphs, Estimate mean from grouped data, Interpret a stem and leaf diagram, Draw and interpret cumulative frequency graphs

#### Probability

Use a tree diagram, Solve multi event probability problems

### Algebra

Use rules of indices to simplify expressions, Expand two brackets, Factorise expressions, Solve equations, Use algebraic proof to prove a given statement, Use a graph to estimate solutions to a quadratic equation, Estimate speed on a non-linear distance-time graph, Find  $n$ th term of a quadratic sequence, Use algebraic fractions, Set up and solve quadratic equations, Use functions, Transform graphs, Sketch quadratic graphs and identify key points on it

#### **REVISION TOOLS:**

<https://hegartymaths.com/>

<https://www.corbettmaths.com/>

<https://www.mrmorleymaths.co.uk/>

Your CGP revision guide

Notes in exercise book

## Subject: COMPUTER SCIENCE

Length of examination: 1 hour 30 minutes

**Paper: Component 1 – Computer Systems & Component 2 – Computational thinking, algorithms and programming Combined**

### EXAM GROUP: Year 11 (Option Group A)

#### Topics to revise::

##### Computer Systems Paper

- Systems Architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

##### Computational thinking, algorithms and programming

- Algorithms
- Programming Techniques
- Producing robust programs
- Boolean logic
- 

#### Revision tools to use:

Revision materials will be posted on GC to aid in revision

Revision materials available on Know it all Ninja & GCSE Pod

#### Structure of the examination:

Some questions will require an extended response

- Calculators are not permitted in the examination
- Some questions will require you to answer in the chosen programming language

## Subject: DIGITAL INFORMATION TECHNOLOGY

<b>Date and time of examination:</b>	<b>Refer to the timetable</b>	<b>Length of examination:</b>	<b>60 minutes</b>
--------------------------------------	-------------------------------	-------------------------------	-------------------

**Paper: Component 3 – Effective Digital Working Practices**

### EXAM GROUP: Year 11

#### Topics to revise:

- Modern Technologies
- Communication Technologies
- Features & Uses of the Cloud
- Selection of Cloud Technologies
- Implications of Cloud Technologies
- Impact of Modern Technologies
- Changes to Modern Teams
- Managing Modern Teams
- Communicating with Stakeholders & Accessibility
- Impact of Modern Technologies on Organisations & Individuals
- Threats to Data
- Why Systems are attacked
- External Threats
- Internal Threats
- Prevention & Management of Threats

- User Access Requirements
- Data Level Protection
- Data Level Protection & Finding Weaknesses
- Policy
- Defining Responsibilities & Parameters
- Disaster Recovery

#### **Revision tools to use:**

Revision materials will be posted on GC to aid in revision

Know It All Ninja

Revision Books

#### **Structure of the examination:**

Some questions will require an extended response

---

### **Subject: ENTERPRISE (BUSINESS)**

---

**Length of examination: 1.5 hours**

---

**Paper: Component 3 – Promotion and Finance for Enterprise**

---

**EXAM GROUP: Year 11**

#### **Topics to revise::**

Learning aim A Promotion:

- A1 Elements of the promotional mix and their purposes
- A2 Targeting and segmenting the market
- A3 Factors influencing the choice of promotional methods

Learning aim B Financial Records

- B1 Financial documents
- B2 Payment methods
- B3 Sources of revenue and costs
- B4 Terminology in financial statements
- B5 Statement of comprehensive income
- B6 Statement of financial position
- B7 Profitability and liquidity

#### **Revision tools to use:**

Revision materials will be posted on GC to aid in revision

#### **Revision guide: Revise BTEC Tech Award Enterprise Revision Guide**

Revision books are available to purchase in school (Details will be sent home in a letter) or alternatively can be purchased from Amazon.

#### **Structure of the examination:**

There are a mixture of multiple choice and written answers.

Some questions will require an extended response

There will also be some questions that require calculations

- Calculators are permitted in the examination
-

# **Science and Technology**



---

## **Subject: SCIENCE**

**Length of examination: 3 x 60 minute papers**

**Biology Paper (B2 and B3) Chemistry Paper (C2 and C3) Physics Paper (P2 and P3)**

### **Topics to revise:**

#### **Biology B2: Keeping Healthy**

B2.1 What are the causes of disease?

B2.2 How do organisms protect themselves against pathogens?

B2.3 How can we prevent the spread of infection?

B2.4 How can lifestyle, genes and the environment affect my health?

B2.5 How can we treat disease?

*How can we identify the cause of an infection? (Triple Science only)*

#### **Biology B3: Living Together – food and ecosystems**

B3.1 What happens during photosynthesis?

B3.2 How do producers get the substances they need?

B3.3 How are organisms in an ecosystem interdependent?

B3.4 How are populations affected by conditions in an ecosystem?

#### **Chemistry C2 – Chemical Patterns**

C2.1 How have our ideas about atoms developed over time?

C2.2 What does the Periodic Table tell us about elements?

C2.3 How do metals and non-metals form compounds?

C2.4 How are equations used to represent chemical equations?

*What are the properties of transition metals? (Triple Science only)*

#### **Chemistry C3 – Chemicals of the Natural Environment**

C3.1 How are atoms held together in a metal?

C3.2 How are metals with different reactivities extracted?

C3.3 What are electrolytes and what happens during electrolysis?

C3.4 Why is crude oil important as a source of new materials?

#### **Physics P2 – Sustainable Energy**

P2.1 How much energy do we use?

P2.2 How can electricity be generated?

#### **Physics P3 – Electric Circuits**

*What is electric charge? (Triple Science only)*

P3.1 What determines the current in an electric circuit?

P3.2 How do series and parallel circuits work?

P3.3 What determines the rate of energy transfer in a circuit?

P3.4 What are magnetic fields?

P3.5 How do electric motors work?

*What is the process inside an electric generator? (Triple Science only)*

### **Revision tools to use:**

#### **GCSE Pod**

<https://www.freesciencelessons.co.uk/videos/>

<https://www.bbc.com/bitesize/levels/z98jmp3>

### **Structure of the examination:**

Combination of extended response, short answer, and multiple choice questions testing recall and application of knowledge.

---

---

**Subject: TEXTILES**

Length of examination: 10 hours

EXAM GROUP: 11B/Tx1

Students will be fully prepared by their teacher but they will need to bring:

- Any specific decorative fabrics or embellishments
- Textiles sketchbook

Structure of the 24 mark examination:

- You will be marked on the decorative features and construction of your final outcome ensuring strong links to sketchbook work. Using the criteria from AO4.

This work will contribute to the portfolio of work that students will be assessed on in the Summer 2022

---

**Humanities**

---

## **Subject: RELIGIOUS STUDIES**

---

**Length of examination: 1 hour 30 minutes**

**Paper: The Study of Religions: Christianity and Islam**

**EXAM GROUP: All groups**

---

Topics to revise:

You must answer a question on the religion that you have completed studying.

### **Study of religion**

#### **Christianity: Beliefs and teachings**

- ❖ **The nature of God (What is God like)**
- ❖ **God as omnipotent, loving and just**
- ❖ **Christian beliefs about Creation**
- ❖ **The incarnation and Jesus, the Son of God**
- ❖ **Atonement**

#### **Islam: Practices**

- ❖ **Khums and Zakah**
- ❖ **All of the 5 pillars**
- ❖ **Jihad**
- ❖ **Ashura**

#### **Theme A: Relationships and Family**

- ❖ **Contraception**
- ❖ **Marriage**
- ❖ **Consent**
- ❖ **Human sexuality**
- ❖ **Sex outside and before marriage**

#### **Revision tools to use:**

Your exercise books

The revision guides- Christianity and Islam

<https://www.bbc.com/bitesize/subjects/zb48q6f>

<http://www.bbc.co.uk/religion/religions/>

#### **Structure of the examination:**

You will answer 15 questions. 5 questions for each paper.

You must plan to write for 1 a minute per mark.

Q1- 1 mark

Q2- 2 marks

Q3- 4 marks

Q4- 5 marks

Q5- 12 marks (+3 SPaG on your 12 marker with the highest points)

---

**Subject: HISTORY**

---

**Length of examination: 80 minutes****Paper** Weimar and Nazi Germany, 1918–39

---

**Topics to revise::**

- **Weimar and Nazi Germany, 1918–39**
- The origins of the Republic 1918-19
- Early challenges to the Republic 1919-23
- Spartacist Revolt
- The Freikorps
- The Kapp Putsch
- Stresemann and economic recovery
- Dawes Plan
- Young Plan

---

**Revision tools to use:**

- Exercise Book
- Knowledge organisers for each topic (these are in your exercise books and revision packs)
- Your programme of study will help students chunk the paper into revisionable topics
- School produced revision guides
- GCSE Pod
- GC will be updated with resources

---

**Structure of the examination:**

Q1: Two inferences... (4 marks)

Q2: Explain why/how... (12 Marks)

Q3: How useful are sources... (8 marks)

Q4: Difference between two interpretations (4 marks)

Q5: Why do the interpretations differ... (4 marks)

Q6: How far do you agree with interpretation... (16 marks+ 4 SPaG marks)

---

---

## **Subject: GEOGRAPHY**

**Length of examination:** 2 exams each 1 hour long

### **Topics to revise:**

Paper 1:

- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Rivers fieldwork

Paper 2:

- Urban Futures
- Resource Reliance
- Dynamic Development
- Urban / Stratford fieldwork

### **Revision tools to use:**

- Knowledge organisers (On SMHW)
- Case study booklet (On SMHW)
- Class notes and practise questions
- Revision guides
- BBC Bitesize <https://www.bbc.com/bitesize/examspecs/zpsx2p3>
- <https://app.senecalearning.com/login>
- GCSE Pod

### **Structure of the examination:**

**Multiple choice, Short and longer answer questions**

---

**Performing Arts**

## Subject: ART & DESIGN

### Examination: BTEC Level 2

Students are preparing for this by starting their work for Unit 4: Communicating Ideas in 3D Art 'Natural Form'@  
Checklist

Check List of Work required to pass Unit 2	
Title Page - 3D Natural Form	Clay design and annotated process page, with a photograph of the piece and a sketch.
Mood Board of Natural Form images - Homework	Plaster relief 3D piece
Mind Map – 3D Natural Form	Plaster design and annotated process page, with a photograph of the piece and a sketch.
20 Photographs you have taken of Natural forms	Assemblage / Mixed 3d collage
3D Artist Page 1	Assemblage design and annotated process page, with a photograph of the piece and a sketch.
3D Artist Page 2 - Homework	Paper/Card construction 3D piece
3D Artist Page 3	Paper design and annotated process page, with a photograph of the piece and a sketch.
Compare and Contrast 2 3D artists that you have researched. Double page – written information	Wire construction 3D piece
2 x A3 Observational Drawings of natural form objects – Mixed Media (pencil, ink, watercolour, charcoal etc.)	Installation design and annotated process page, with a photograph of the piece and a sketch.
Clay Relief 3D piece	Design of Final 3D Piece – Homework
	Final Piece
	Evaluation of Final Piece – written & 2/3 photographs of work in progression

### Success Criteria

You must ensure you complete the checklist. All of your work must include annotation and photographs within your sketchbook describing the processes and ideas as they form and the 3D maquettes created. Higher marks will be achieved by writing about your own work, your processes used and techniques learnt. You will also need to discuss the artists that you have studied and make links to your own ideas and artwork.

You must show at least 5/6 new 3D techniques, refinement of processes and developments throughout your sketchbook, building ideas towards a final piece.

All your maquettes must be photographed and presented in your sketchbook.

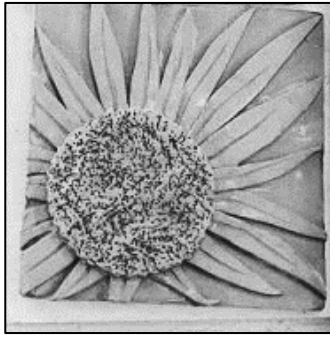
It is imperative that you are up to date with coursework to ensure that you are spending enough time on each task. Interventions will run at lunchtime daily in AR2 and Tuesday at 3.15pm in AR2 to support students in their coursework.

### Developing your final idea

Your final piece should conclude your 3D Unit. Taking inspiration from your personal studies, primary and secondary sources and artist research and the 5/6 maquettes you created. Develop a final



piece to respond to the Unit brief, displaying the skills you have learnt this term to round off the project – 3D **Natural Forms**. You can use any 3D media that you prefer, as long as it has been practiced through this unit.



---

## Subject: DRAMA

Length of examination: 1hr45 minutes

### EXAM GROUP: 11: Topic to revise DNA & Live Theatre Review

#### Revision tools to use:

##### Section A

1. Students need to re-read DNA
2. Students need to have a clear performance concept for their production of DNA - to include ideas about how the characters will move, speak, stand, look etc.
3. Students need to revisit and develop their character mind maps to ensure they understand each of the characters
4. Students need to revise the performance and production techniques
5. Students need to use the revision booklet on GC and practice exam responses (especially for the 9, 12 and 14 mark questions) – submitting these to your teacher for checking

##### Section B

1. Students need to re-watch 'The Barber Shop Chronicles' on [www.dramaonlinelibrary.com](http://www.dramaonlinelibrary.com) (Please see GC for login details)
2. Students need to ensure they have completed the notes on the production and performance elements used
3. Students need to have identified three key moments in the production
4. Students need to understand the difference between 'Analyse' and 'Evaluate'

#### Structure of the examination:

##### Section A

**Question 1** will ask you to identify how you would use your acting skills to play a role in a given extract - this is a performer question

**Question 2** will ask you to identify how you would use your performance skills to demonstrate a character's intentions in a given extract - this is a performer question

**Question 3** will ask you to identify how you would use one of the production elements to bring the given extract to life for the audience - this is a director question

**Question 4** will ask you to discuss how a performer playing a specific role might demonstrate it to the audience in the given extract using a specific technique - this is a director question

**Question 5** will ask you to be the designer and explain how you would use one of the production elements in a given section of the text

##### Section B

**Question 1** will ask you to analyse a moment in the production, referencing a specific production or performance technique

**Question 2** will ask you to evaluate how a specific named production or performance technique was used in order to achieve impact.

## Subject: MUSIC

**Length of examination: 60 minutes**

**Paper unit 1 Music Industry**

**EXAM GROUP: Year 11**

### Topics to revise:

- To be successful in your Unit 1 Examination, you need to memorise and recall names and of the job roles within the music industry, the processes, contracts and agencies and how they connect to form teams around an artist or group of musicians to promote and maximise their chances of success
- The best way to memorise job roles and responsibilities is to continually revisit, refer to them (as you would with a quotation in English) write them down, and make connections between their different functions
- Below is a structured plan of how we will discover, memorise, dig deeper and connect job roles and responsibilities so that we are all super confident in 'pitching' the correct team, venue, H+S, agency and risk assessment models when supporting an artist in their development within the music industry

### Revision tools to use:

SMH published resources – also include PPT (yellow) of all notes regarding the roles and responsibilities for the music industry

### Structure of the examination:

As per actual examination: Section A: 1 mark questions based on roles in the music industry  
Section B and C: – longer questions as a result of scenarios. (SMH contains practice versions of these sections and we will cover techniques for answering these type of questions in class.

Topic (in class)	H/W published on SMH (revision)
Job Roles Introduction	Main titled job roles – create pamphlet explaining the roles and responsibilities
Relationships within job roles/forming a team around an artist	Connect/mapping roles responsibilities
Health and safety	Examination question – what are the key H+S considerations when .... (different scenarios to choose from)
Job Roles revision (extension to types of employment i.e., freelance, self-employed etc.)	1 mark examination questions (2012 paper – job roles section A)
Unions, Labels, Production and Marketing (the value of different platforms)	Examination further thinking question (what platform would best suit a new artist with a small following online advantages and disadvantages of each platform)

Venues: Sizes, locations, security considerations and implications on the local community	Pamphlet creation of various venues and sizes with considerations for a chosen artist/group/performer(s)
Health and safety	Completion of risk assessment documents
Revisit Relationships between job roles and building a team	Examination question options (Section C extended responses to scenario)

## **Subject: Sport Science**

Length of examination: 60 minutes

### **R041/01 Reducing the risk of sports injuries**

#### **Topics to revise:**

- Extrinsic factors which can influence the risk of injury; Environmental factors, Equipment, safety hazards
- Intrinsic factors which can influence the risk of injury; physical preparation, individual variables, psychological factors, posture and causes of poor posture, sports injuries related to poor posture
- The Physical and psychological benefits of a warm up and cool down
- Key components of a warm up and cool down
- Specific needs which a warm up and cool down must consider
- Acute and chronic injuries
- Types, causes and treatment of common sports injuries
- How to respond to injuries and medical conditions in a sporting context
- Emergency Action Plans (EAP) in a sporting context
- The symptoms of common medical conditions and how to respond

#### **Revision tools to use:**

- **Exercise book**
- **Revision notes**

#### **Structure of the examination:**

The total number of marks for this paper is 60

The quality of written communication will be assessed in your answer to the question marked with an asterisk (\*).

The paper consists of 1,2,3,4 and 5 mark questions

The paper concludes with an extended 8 mark question

---